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The Application Value, Practical Dilemmas and Optimization Strategies of Artificial Intelligence in Junior High School Ideological and Political Education—A Case Study of the Teaching of "Overall National Security Outlook" in Junior High School Ideological and Political Courses

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Abstract. In recent years, artificial intelligence has developed rapidly and holds enormous potential in the field of education. Compared with traditional classroom teaching, artificial intelligence can improve efficiency, enrich classroom activities and assist teaching. It runs through all teaching links and enhances the effectiveness of teaching. Taking the teaching of "Overall National Security Outlook" in junior high school ideological and political courses as an example, this paper illustrates the role of artificial intelligence in integrating into classroom teaching. At the same time, artificial intelligence still has technical deficiencies and risks of irregular use at present. If the integration of artificial intelligence fails to balance the relationship between teachers and students, and the empowerment authority of artificial intelligence in classroom participation is inappropriate, it may lead to dilemmas such as damaging the scientificity of education and weakening the dominant position of teachers. In response to the above dilemmas, starting from the national level, we should build a multi-level constraint framework, reshape the relationship between teaching subjects, and clarify the dominant position of teachers. Finally, multiple subjects should collaboratively develop ideological and political education resources, form a joint force and solve problems through cooperation.

Keywords: Artificial Intelligence, Ideological and Political Education, Junior High School Students

1. Introduction

Junior high school students are in a period of rapid physical and mental development. They are active in thinking and willing to speak up in class, yet their cognitive level is still in the process of continuous improvement. Due to the strong theoretical nature of ideological and political courses, some concepts and principles are difficult for junior high school students to understand, which is one of the objective reasons for students' lack of interest and even a sense of fear in learning these courses [1,2]. Faced with such objective circumstances, teachers should give play to their subjective

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initiative, enrich their teaching modes and arouse students' enthusiasm. Students are the main body of learning activities, and ideological and political courses are an important means to help them form a sound outlook on life, the world and values. Students should not only not feel afraid of ideological and political courses, but also not acquire knowledge merely through indoctrination. In this process, they should gradually establish the ability to judge real-life situations and practical problems, and for the correct concepts taught by teachers, they should not only have a cognitive understanding, but also practice them from the bottom of their hearts.

The traditional teaching mode has certain limitations. After class, teachers' handling of class affairs diverts their time and energy from lesson preparation. In class, the large-class teaching mode makes it difficult for teachers to pay attention to each student's learning situation and provide targeted help and guidance. It is also hard to innovate the conventional teaching mode, which easily causes students to have negative emotions such as weariness and boredom, affecting the effectiveness of their learning.

In recent years, however, the emergence and development of artificial intelligence have provided new opportunities and support for teachers' teaching work. It covers various links such as teaching preparation, implementation and evaluation [1], and works hand in hand with teachers to create more vivid classrooms.

2. An analysis of the application value of artificial intelligence in junior high school ideological and political education

2.1. Artificial intelligence improves teachers' lesson preparation efficiency and enhances classroom teaching effectiveness

Artificial intelligence can help teachers complete simple and repetitive work, leaving them more time for lesson preparation and creative research and activities. In addition, it can also improve the efficiency and quality of teachers' lesson preparation. Teachers can learn and collect teaching materials related to ideological and political education updated in real time by artificial intelligence through online sharing platforms, create suitable animation effects and develop vivid teaching courseware. When teachers take over a new class, artificial intelligence can count and analyze information such as students' personalities and hobbies [3]. Teachers can refine and adjust their teaching methods according to students' learning status, making their teaching activities more targeted and effective in the initial stage of teaching. The participation of artificial intelligence in pre-class links is of great significance. Online resource sharing platforms can not only help teachers save time in collecting information, quickly obtain cutting-edge knowledge and develop courseware, thus improving teaching quality and professional literacy, but also help alleviate the uneven distribution of teaching resources in different regions. Teachers can fully communicate here, expand the depth of education and improve the overall quality of the teaching team. By improving teachers' literacy, updating teaching materials and sharing teachers' work, artificial intelligence creates more independent space for teachers. Teachers can use this space for communication with students, innovation of classroom forms and post-class teaching reflection. With the good cooperation between teachers and artificial intelligence, the effectiveness of education can be enhanced.

2.2. Artificial intelligence enriches classroom forms and innovates teaching methods

One of the most prominent features of artificial intelligence in classroom teaching is its ability to enrich classroom forms and innovate teaching methods. When learning difficult and

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incomprehensible knowledge, artificial intelligence can convert textbook content and materials into scenarios, visualize words and enliven pictures. With rich forms such as sound effects and animations, it stimulates students' multi-sensory experience and perception, arouses their learning interest and deepens their understanding of knowledge [2]. At the same time, under the requirements of the curriculum standards, teachers can select appropriate extracurricular materials from data platforms based on their own understanding and design to strengthen students' comprehension. Artificial intelligence also makes affective teaching in class more effective. Affective teaching is an indispensable part of junior high school ideological and political education. For junior high school students, affective teaching is an important path for teachers to guide students' thinking and for the formation of students' values, as well as an important way to help students develop a sound personality and correct values [4]. Artificial intelligence creates conditions for situational learning, replacing teachers' verbal narration with students' personal experience and teachers' value guidance with students' active thinking. The integration of diverse forms into the classroom can, on the one hand, greatly arouse students' enthusiasm and promote their mastery and absorption of knowledge. On the other hand, artificial intelligence enables students to take the initiative to think and act through what they see, hear and feel, promoting their emotional resonance and value internalization. It makes affective teaching more practical and greatly improves the effectiveness of ideological and political education.

2.3. Artificial intelligence promotes teachers' professional development and boosts students' ability improvement

After class, artificial intelligence can promote teachers' professional development and students' ability improvement. On the one hand, artificial intelligence can record and analyze teachers' teaching activities such as classroom structure, voice volume and movement range. On the other hand, it can analyze data such as students' classroom listening performance [5], their responses to questions and the accuracy of their homework, providing reliable data support for teachers' teaching reflection. Teachers can adjust and improve their teaching modes and rhythms in a more targeted manner, and strengthen personalized communication with students after class. For example, if data shows that students generally experience weariness and a drop in attention at the 25th minute of the class, teachers can integrate interesting content at this time to attract students' attention. Artificial intelligence can also help students solve problems encountered in learning and provide relevant learning materials for them, breaking the temporal and spatial limitations between teachers and students. It provides positive feedback and incentives for students, stimulates their learning initiative and cultivates the improvement of their autonomous learning ability. Finally, artificial intelligence can improve the evaluation system and realize process evaluation of students. Teachers can understand students' classroom performance, homework completion and exam results, and also observe their moral behavior in daily life. The evaluation system becomes more comprehensive, making the evaluation of students more integrated, objective and all-round, which is more conducive to cultivating students with all-round development in morality, intelligence, physical education, aesthetics and labor education.

In short, the integration of artificial intelligence enables teachers to teach students in accordance with their aptitude based on their actual situation. Artificial intelligence and teachers cooperate with each other and give play to their respective strengths, jointly improving the effectiveness of junior high school ideological and political education in terms of content, form and results. By providing teachers and students with a wide range of learning materials, creating vivid scenarios and counting various types of data, it makes ideological and political courses more visualized and personalized. It

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not only arouses students' interest in ideological and political courses, but also plays an important role in the development of value guidance and patriotism education, exerting the educational function of ideological and political education in correcting thoughts and fostering virtue and nurturing the soul, helping students establish a correct outlook on life, the world and values. It promotes the all-round development of students in morality, intelligence, physical education, aesthetics and labor education, bringing us closer to the fundamental educational task of fostering virtue through education.

3. The practical application of artificial intelligence in junior high school ideological and political education: a case study of the teaching of "Overall National Security Outlook"

3.1. The integration of artificial intelligence into the teaching design of "Overall National Security Outlook" course

Due to the unique advantages of artificial intelligence in enriching classroom content and assisting affective teaching, this paper takes the lesson of Establishing the "Overall National Security Outlook" in Unit 9 of the eighth-grade Volume I junior high school textbook as an example to design the classroom teaching with the integration of artificial intelligence. Junior high school students have certain difficulties in understanding national security. The key is to use artificial intelligence to break through the key and difficult points of this lesson, guide them to gradually understand the "Overall National Security Outlook", comprehend the intricate connections between various fields and ultimately develop a conscious awareness and sense of responsibility to safeguard national security.

For this grand topic, we select food security, a topic familiar and interesting to students, as the starting point. Artificial intelligence is used to present scenarios such as breeding laboratories, farmland, grain depots and markets, allowing students to take a journey from the first-person perspective of a seed and experience the entire process of a seed from breeding and planting to circulation, so that they can understand the various efforts made by the country to ensure food security.

In the teaching implementation link, the whole class is divided into five parts: breeding, planting, harvesting, domestic market and international market, introducing the relationship between food security and scientific and technological security, resource security, social security, political security, economic security and overseas interests respectively. In terms of presentation forms, artificial intelligence is used to materialize and visualize the collected materials and cases. For example, when talking about resource security, most students rarely see cultivated land in their daily lives, let alone the occupation of cultivated land and water pollution. Therefore, the scenarios generated by artificial intelligence can make them feel personally on the scene: seeing farmland being used for lake digging and landscaping instead of planting, seeing small rivers turn black due to pollution with garbage floating on the water surface... The intuitive visual effects touch students' hearts spontaneously. Later, when talking about the protection of water resources, videos can also replace textual narration, and sophisticated technologies can be transformed into concrete cases to explain the progressive significance of the transformation from flood irrigation to precision irrigation in irrigation methods. In this process, students go deep step by step and fully understand the importance of resource security.

Through the connection of the five links, students can gradually understand that food security is an important issue related to people's livelihood. At the same time, it is not an isolated topic, but is closely related to scientific and technological security, resource security, political security, economic

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security, overseas interests and other fields. These fields, together with others, constitute the "Overall National Security Outlook", and they are closely linked and indispensable. Finally, around the classroom theme, students are guided to think about what contributions they can make. Besides at the end of the class, teachers can also raise questions at any time during the class and check the students' in-class interaction and post-class feedback collected by artificial intelligence, providing timely guidance according to students' answers.

3.2. The practical effects of the integration of artificial intelligence into the teaching of "Overall National Security Outlook" course

3.2.1. The application of artificial intelligence deepens students' understanding of national security and promotes the achievement of teaching objectives

In this course, artificial intelligence is used to create multiple 3D three-dimensional spaces such as fields, markets and grain depots, making students feel personally on the scene and giving them a sense of participation and immersion in classroom experience. Students can observe scientists developing seeds in the laboratory, visit the germplasm resource bank online, be present at the "scene" of water and soil pollution control, and watch Chinese scientists teach local farmers to grow rice in Madagascar... Diverse and real classroom scenarios can create a good psychological context for students, stimulating their positive emotions towards classroom learning and their profound cognition of teaching content. Through teachers' explanations and their own experiences, students will gradually understand that food security cannot be separated from the self-reliance and self-improvement of science and technology and the careful protection of ecological resources, and they can also feel China's determination and actions to safeguard global food security. Connecting all aspects of the "Overall National Security Outlook" with a journey makes it easier for students to accept and understand that these aspects are interrelated and inseparable. Finally, by selecting the case of China's hybrid rice going global, students can understand China's responsibility as a major country, arouse their sense of pride and patriotism, and realize the importance of safeguarding national security. Artificial intelligence materializes abstract knowledge, promoting students' better understanding and thus better practice.

3.2.2. The application of artificial intelligence enhances communication and interaction between teachers and students and improves classroom efficiency

In class, teachers usually ask questions to understand students' thoughts and enliven the classroom atmosphere. However, due to time limitations, teachers can only learn the thoughts of individual students, which is neither comprehensive nor conducive to giving equal attention to every student. Artificial intelligence can assist teachers in collecting students' interaction and answering situations, and conduct statistics and feedback in a timely manner. It not only saves classroom time and takes into account the thoughts of as many students as possible, but also encourages introverted students to express their ideas actively. For example, at the end of the class, when teachers put forward thinking questions around the classroom theme of food security and guide students to think about what contributions they can make to food security in daily life, teachers can quickly receive students' thinking results, have sufficient time to respond to their answers, and provide correct guidance and encouragement according to the situation.

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3.2.3. Artificial intelligence enhances the effectiveness of classroom education and promotes students to integrate knowledge and practice

This course takes food security as the starting point and finally focuses on the protection of food security and national security. Through the statistics of interactive data, we find that most students protect food security by starting with themselves and saving food, which is indeed one of the efforts that middle school students can make to safeguard food security. However, in traditional teaching and daily life, very few students can really put it into practice. The moral education of ideological and political courses is always difficult to implement in life, which is an urgent problem to be solved and is crucial to improving the effectiveness of ideological and political education and the quality of the whole nation. The traditional evaluation model is mainly based on written examinations. Students can get scores by answering that they will save food, but this is not conducive to making students truly practice correct values or helping them develop good moral habits. Artificial intelligence, however, can pay attention to students' daily performance after class and incorporate it into the evaluation system of classroom teaching effects, making the evaluation of the classroom and students more comprehensive and objective. The focus is not only on whether students can answer the questions in exams, but also on whether they can really put what they have learned into practice in real life. Artificial intelligence is like a little tutor, reminding and regulating students' behavior at all times where parents and teachers cannot pay attention, and gradually internalizing knowledge into their hearts.

The application of artificial intelligence in teaching has brought about tremendous changes to the traditional teaching mode. In the traditional field of ideological and political education, there is only a subject-object relationship between teachers and students. Now, with the addition of artificial intelligence as an "intelligent subject", the three parties are interrelated, forming a tripartite subject structure of teachers, students and artificial intelligence. Artificial intelligence can replace teachers' work to a certain extent and answer students' questions independently, but it itself has imperfections. Therefore, the integration of artificial intelligence has brought certain difficulties to the transformation of the teaching mode [6].

4. An analysis of the practical dilemmas of artificial intelligence in junior high school ideological and political education

4.1. Potential risks of technological ethics: value deviation and privacy infringement

4.1.1. Possible deviations in the value guidance of artificial intelligence

From the perspective of educational objectives, the core of ideological and political education is to cultivate students' sense of social responsibility, collectivist spirit and patriotism. The integration of artificial intelligence into the classroom should also serve this educational objective. Especially in ideological and political classrooms, the application of technology needs to adhere to the original aspiration of education.

However, at present, when artificial intelligence independently generates teaching content, teaching scenarios or answers questions, the quality of the generated content is uneven, and it often faces crises such as value infiltration, algorithm bias and misinformation infiltration [7]. This not only affects the correctness and scientificity of educational content, but may also lead to ideological and political biases. Junior high school students are in a critical period of forming their outlook on life, the world and values, and they have not yet developed the ability to identify bad culture. If

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some bad information or wrong views are mixed in, it is easy to mislead students, cause confusion in their value judgment, affect their ideological concepts and behavior patterns, and thus weaken the value of the educational objectives of ideological and political education.

4.1.2. Legitimacy issues in artificial intelligence data collection

Many functions of artificial intelligence are inseparable from data collection. Although it can quickly count data and analyze teaching situations, it needs to be subject to strict restrictions and supervision. Privacy of teachers and students cannot be infringed for the sake of convenience. Moreover, the form of data collection still needs to be considered. The real-time classroom monitoring mode may increase the psychological burden of teachers and students, affect teachers' self-confidence and freedom in work, and restrict students' activity in class. This not only leads to distorted data, but also runs counter to the original aspiration and concept of its setting.

4.2. The impact on traditional subjects: weakening of teachers' authority and deterioration of students' thinking ability

4.2.1. Increased difficulty in teachers' classroom design

With the gradual application of artificial intelligence in teaching scenarios, teachers also need to continuously improve their information technology capabilities. Because only when teachers' information literacy keeps pace with technological development can the maximum teaching effect of artificial intelligence be achieved.

However, people tend to have a habitual resistance to technologies that they are not familiar with or proficient in using [6]. The rise of artificial intelligence has increased the difficulty of teachers' classroom design and teaching. How to integrate artificial intelligence into traditional classrooms? What kind of design can arouse students' interest without making them lose attention? How to carry out specific technical operations? These are all problems that will be faced in the initial stage of the application of artificial intelligence in the classroom.

First of all, many teachers' awareness and ability of information thinking need to be improved. Different from previous technologies, the rational use of artificial intelligence can enrich classroom content and forms, greatly improve classroom effects and enhance teaching effectiveness. However, some teachers pay too much attention to knowledge imparting in teaching and easily ignore the important role of information technology in teaching. This situation is likely to lead to teachers being out of touch with the new teaching mode, and students cannot better understand knowledge with the help of artificial intelligence. This problem is widespread and more prominent among older teachers.

Secondly, the level of information technology application is insufficient. When teachers realize the role of artificial intelligence in teaching and begin to try to integrate it into teaching design, the problem of insufficient information technology level arises. How to integrate traditional teaching design with artificial intelligence to design vivid ideological and political courses is a big challenge. In addition, it is also necessary to use information technology to turn the expected teaching scenarios and effects into reality, all of which require a lot of time and energy.

Thirdly, the imbalance between information technology and teaching content. The balance between the application of artificial intelligence technology and the role of teachers is crucial. Some teachers can use artificial intelligence to make gorgeous designs and exquisite courseware, but ignore the effectiveness of the courseware and focus on the application of technology. This not only

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fails to give full play to the auxiliary role of artificial intelligence, but also has the opposite effect, diverting students' attention and reducing teaching effectiveness.

4.2.2. The weakening of teachers' dominant position and emotional input

The integration of artificial intelligence into the teaching process forms a "third subject" in education, which will inevitably have an impact on the original two main subjects, namely teachers and students. Specifically, it is reflected in the weakening of teachers' dominant position [8] and the strengthening of students' dominant position. In the teaching process, artificial intelligence participates in the collection of classroom materials, the answering of students' questions and the correction of after-class homework, replacing part of teachers' work. At the same time, students have gained a great degree of autonomy in this process. They are more free and active in acquiring information and knowledge, and can independently conduct knowledge dialogue and viewpoint collision with artificial intelligence, with their autonomous ability significantly enhanced. The traditional advantage of teachers as the only authoritative information source has been broken.

The integration of artificial intelligence may also lead to the weakening of teachers' emotions. The emotional connection between teachers and students is crucial and indispensable. It is an invisible bridge between educators and educatees, and the key to stimulating students' internal motivation and guiding them to form correct values. Generative artificial intelligence can provide rich knowledge resources and more abundant and real scenarios for affective teaching, but it cannot replace the unique role of face-to-face communication between teachers and students in emotional exchange and value guidance.

However, the excessive use of generative artificial intelligence will weaken educators' emotional input. On the one hand, if teachers rely too much on technical tools and devote too much energy to using artificial intelligence to generate teaching content, they will ignore the emotional connection with students, making the educational process lose its due warmth and depth. On the other hand, if students lack emotional communication with teachers for a long time, they may develop resistance to the courses, thinking that they are nothing more than boring theoretical indoctrination rather than a soul-touching growth journey. Because although artificial intelligence can quickly generate standardized teaching content to meet knowledge needs with high efficiency, if students only rely on artificial intelligence for learning, the learning process is merely mechanical knowledge acquisition [1]. The knowledge provided by artificial intelligence is standardized, and the teaching process is lacking in emotion and warmth. If students' learning is only human-computer interaction, facing cold screens and preset answers instead of flesh-and-blood, emotional educators, the knowledge they learn is difficult to arouse their emotional resonance, let alone touch their hearts deeply. The imparting of knowledge and the educational process become superficial and formal, failing to truly improve the knowledge level of educatees or touch their hearts. Therefore, artificial intelligence cannot completely replace the role of teachers in teaching, and teachers cannot hand over all teaching activities to artificial intelligence. Instead, they should form a joint force, use artificial intelligence to improve efficiency and save time, and devote the saved time to more meaningful work that artificial intelligence cannot replace, such as affective teaching and personalized teaching.

4.2.3. The weakening of students' independent thinking ability

The use of artificial intelligence, on the one hand, greatly enhances students' learning autonomy, and on the other hand, it is easy to cause negative effects such as excessive reliance on artificial intelligence, decline in independent thinking ability, and weakening of critical thinking and ability.

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The key to avoiding these problems lies in the authority that teachers grant to generative artificial intelligence in classroom participation, or whether teachers can well balance the relationship between themselves and artificial intelligence to achieve reasonable division of labor and cooperation. If artificial intelligence has too much power to participate in the classroom, that is, teachers overuse artificial intelligence, an "illusion" that it replaces teachers will be created [8].

For example, artificial intelligence can promote the realization of personalized teaching and solve the problem of personalized teaching for students to a certain extent because it can provide students with knowledge help and answer their questions. However, without correct guidance and restrictions, students are likely to overuse artificial intelligence and rely on its answers, lacking in-depth thinking and critical analysis when facing problems. In fact, although artificial intelligence can provide students with a wide range of knowledge and meet their curiosity and desire to explore, it does have problems such as knowledge errors, standardized and mechanical expression, and lack of emotion. Long-term use of artificial intelligence to solve problems is likely to form cognitive dependence and a lack of independent thinking and judgment ability. Ideological and political courses, in particular, need to cultivate students' correct values and the ability to independently distinguish right from wrong. Therefore, it is necessary to provide correct guidance for students, standardize the use of artificial intelligence, and correctly apply it to assist learning and expand their horizons.

It can be seen that if the relationship between teachers and artificial intelligence is not well balanced, leading to students' excessive reliance on artificial intelligence, many problems will arise, such as insufficient communication between students and teachers, the loss of teachers' subjectivity, the alienation of teacher-student relations, and the reduction of students' learning interest and emotional resonance, making education lose its original meaning. Therefore, the role of artificial intelligence is to support and strengthen interactive learning between teachers and students, not to replace teachers.

5. Optimization strategies of artificial intelligence in junior high school ideological and political education

5.1. Build a multi-level constraint system to ensure the standardized operation of artificial intelligence

In response to the problems such as deviations in the value guidance of artificial intelligence and non-standard data collection, a multi-level constraint framework should be built.

At the national level, it is necessary to strengthen technological guidance and standardization to ensure the correct direction [9]. Adhere to the principle of the Party managing the internet, strengthen the leading role of the Party committees, coordinate the efforts of the government, enterprises, netizens and other parties, improve the level of comprehensive internet governance, cultivate a positive and healthy internet culture, resist wrong remarks, highlight the main theme, and provide a correct political orientation and a clean internet environment. It is necessary to guide the direction of technological development and ensure the correctness of values and ideology. The popularization of artificial intelligence-related safety knowledge can be carried out through publicity, lectures, competitions and other forms to guide people to enhance their sense of safety responsibility, recognize the risks of technology, improve their awareness of prevention and actively participate in the supervision of generated content.

At the technical level, it is necessary to develop and popularize China's domestic large language models. The use of domestic large language models can avoid potential safety risks in values and

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ideology that may exist in foreign large language models. In this regard, we should not only have technological autonomy, but also attach importance to value orientation. Developers should focus on the construction of the corpus of domestic large language models, ensure the safety and transparency of algorithms, and monitor and timely adjust possible biases. In addition, it is necessary to integrate fine traditional Chinese culture, revolutionary culture and socialist advanced culture [10] to enhance our right to speak.

At the legal level, it is necessary to clarify the red line of boundaries, improve relevant laws and regulations, strengthen data security and technical standardization, and define the rules and responsibilities for the entire process of data collection, use and processing.

At the teaching level, educational institutions should set up a strict review mechanism, formulate relevant operation specifications and pre-set emergency responses. Teachers should further screen and control teaching materials in the process of lesson preparation, and consciously resist and feed back problematic teaching materials. At the same time, it is necessary to carry out theme lectures, group discussions, theme competitions and other activities in classes to popularize relevant knowledge for students, improve their value judgment ability, and deepen their understanding and recognition of mainstream values [10].

Through the coordinated promotion at the national, technical, legal and teaching levels, an all-round, multi-level and precise value guidance system will be built to effectively meet the challenges brought by the "algorithm black box" of generative artificial intelligence and ensure the scientificity, effectiveness and contemporaneity of ideological and political education.

5.2. Clarify the dominant position of teachers and give play to the complementary role of artificial intelligence

The integration of artificial intelligence into the classroom requires reshaping the teacher-student relationship and balancing the relationship among the three parties in the process of building a human-machine collaborative teaching mode. It is necessary to clarify the dominant position of teachers in teaching activities [9], position AI as an "intelligent partner" rather than a substitute in the educational process, and give full play to the auxiliary role of technology.

Artificial intelligence can be used as an auxiliary tool for affective teaching and personalized teaching between teachers and students, but it cannot replace them. Teachers' real emotional input, personalized guidance and value demonstration are what artificial intelligence cannot provide. Emotional input is an important link between teachers and students that distinguishes them from artificial intelligence. Artificial intelligence can assist teachers in correcting and analyzing homework and test papers, and provide feedback data for teachers. However, students' problems and emotions are diverse and complex. Solving students' problems not only relies on objective data support, but also is inseparable from teachers' own observation and perception, as well as face-to-face communication with students. In addition, although artificial intelligence can provide students with knowledge in various fields, teachers still play a crucial role in the classroom. On the one hand, teachers can gradually cultivate students' creative thinking, critical thinking and practical ability to solve problems. On the other hand, teachers' words and deeds have a unique guiding effect on students. Teachers' outlook on life, the world and values will imperceptibly influence students. Therefore, teachers play an irreplaceable role in improving students' innovative thinking and ability as well as guiding and shaping their values. The auxiliary role of artificial intelligence is reflected in helping teachers reduce other work pressure, enabling them to devote more energy to creative work, guide students' independent thinking and cultivate builders and successors of socialism [11]. Teachers are irreplaceable in teaching activities, but on the other hand, they should also take the

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initiative to adapt to technological changes, actively learn the use of intelligent tools, integrate them into the teaching process, realize the complementarity of AI technical advantages and human educational wisdom, and jointly promote the achievement of educational objectives.

Both teachers and students should pay attention to the improvement of information literacy. The state can carry out special lectures to provide teachers with professional and reliable learning channels. Teachers can also use the platform built by artificial intelligence to communicate and help each other, and share technologies and experience skills with one another. After receiving training, teachers should conduct relevant education for students, and can carry out group reports or knowledge answer competitions in classes to remind students to be alert to the algorithm bias and value presupposition of artificial intelligence and maintain the ability of independent judgment, as well as the limits of the use of artificial intelligence, such as whether it can be used to complete homework.

5.3. Multiple subjects collaboratively develop ideological and political education resources and create a digital platform

The traditional field of ideological and political education is often limited to physical spaces such as classrooms, with relatively single teaching scenarios. Ideological and political courses should build a broader platform for students. In addition to real field trips, schools, the government, social institutions and other subjects should make joint efforts, pool their wisdom and build a digital platform together. It is necessary to explore high-quality resources such as classic ideological and political theories, red cultural resources and social hot cases with local characteristics across the country, store them in the platform in a digital form, and use generative artificial intelligence to simulate and restore virtual scenarios such as these red venues, heroic deeds, the scenes of major social events and excellent traditional culture experience areas, which requires the joint efforts of multiple subjects. The government can provide policy support and resource guarantee, guide social institutions to participate in the development and dissemination of ideological and political resources, and form a strong joint force of the whole society collaborating in education. Finally, in teaching, teachers can select reliable and high-quality content from the platform according to the teaching content, such as hot topics, red stories and advanced models, present them in the form of pictures, audio or video and further process and innovate them, and form unique and personalized learning content according to students' grade levels, cognitive characteristics and interest preferences. This can enhance the appeal and attractiveness of ideological and political education classrooms, make the classroom more vivid and active, and make educational content more deeply rooted in people's hearts.

In addition to ideological and political classrooms, schools can also use artificial intelligence technology and digital platforms to hold immersive ideological and political activities, such as talking with national treasures, red drama rehearsals and red story lectures [12], providing more diverse scenarios and forms for ideological and political education. These activities allow students to participate with multiple senses and their whole heart, making ideological and political education go out of the classroom and into life, arousing students' interest and enthusiasm so as to improve the effectiveness of ideological and political education [11].

Artificial intelligence empowering junior high school ideological and political education has pushed the digital transformation of ideological and political education into a new stage of development, with a substantial improvement in the quality of education and a groundbreaking change in the form of education, which has great development prospects. However, artificial intelligence still brings certain challenges and impacts to the traditional teaching mode. If

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improvement and adjustment are not made in advance, it may damage the subjectivity, scientificity, emotionality and value of ideological and political education. Even though artificial intelligence is currently in the stage of weak artificial intelligence, with its application in teaching not yet popular and its functions not yet complete, the development of science and technology is very rapid. We need to make adequate preparations, solve the contradiction between the human value attribute and the technical tool attribute, and balance the relationship among the three subjects of artificial intelligence, teachers and students. We should form a relatively complete optimization path and a strong joint force with the joint efforts of the whole society.

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